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ABSTRACT

The purpose of this exercise is to introduce college students to basic research methodology and concepts for social class in the United States and to the useful library sources and techniques to aid in the research. The underlying theory is that social classes do exist in the United States, and students can validate this theory through characteristics and behaviors found in wedding announcements. Assuming that U.S. society contains only two classes, the upper-class and the lower-class, wedding announcements reveal that a more detailed description of the bride, groom, and their immediate and extended families is reserved for those people of the upper-class. Social indicators (behavior and characteristics) include residency, education, employment, and family history which can be verified by various library reference sources. The exercise contains five hypotheses based on the social indicators and lists the corresponding library sources both of which should be provided to students. Tools required for this exercise are the society pages from "The New York Times," a local newspaper, and the score sheet provided within this lesson. Copies of sample wedding announcements and a glossary are included. (DJC)

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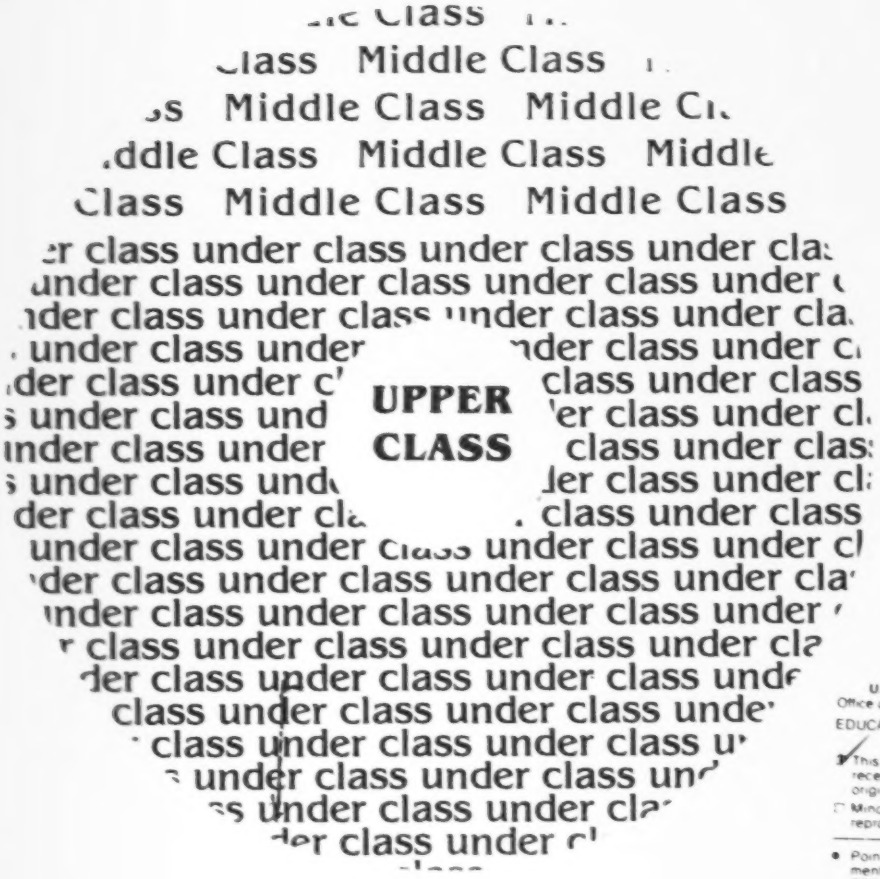
# Teaching Social Class Analysis:
# A Classroom-based Library Exercise

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1985

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## Preface

". . . people in the higher position have the power to determine the fate of those placed in the lower ... in all class societies the resources and the power of the high and mighty are largely a function of the lack of power and resources of the downtrodden . . ."

Lewis A. Coser

The literature of social-class analysis is vast. Wealth differences in the population by percentiles, the tracking of multiple memberships in interlocking business directorates, in elite organizations and attendance at elitest educational institutions are familiar examples. The list of possible social-class indicators is limited only by the researcher's ingenuity. However, discussions with my teacher colleagues and visits to their class rooms reveal that our students are relatively unimpressed with this mountain of literature.

The apathy of our students, themselves members of the lower percentiles, may be partially attributed to the impersonal nature of the facts as generally presented. We need somehow to flesh out the aggregate statistics. We need to reveal personal names and addresses of the rich, the educational institutions they attend, the jobs they hold, whom they marry and the amount of their wealth.

Unfortunately, income and wealth information about individuals remains elusive, thanks largely to the Internal Revenue Service's policy of confidentiality. This secrecy, together with tax loopholes available to them, enables the rich to distance themselves from the rest of us socially and spatially, to pursue lifestyles which are exempt from the corrective, sumptuary purpose of income and inheritance taxes.

Fortunately, information about other characteristics of social class -- residence, education, occupations, intermarriage and information networks -- is accessible to the researcher using readily available library resources. This booklet provides a simple exercise in social analysis which enables us to lift a corner of the veil easily and dramatically.

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## Introduction

The purpose of this exercise is to introduce basic methodological concepts and useful library tools and techniques through the investigation of social-class in the United States. Students completing this exercise will become aware of objective ways of evaluating statements like those below:

The Concept of Class is Largely Obsolete.

> "The term social class is now useful in historical sociology . . . but it is nearly valueless . . . so far as the bulk of Western society is concerned, and especially in the United States (where) that concept of class is obsolete." Robert Nisbet, "The Decline and Fall of Social Class" in Edward A. Loumann et al, eds., The Logic of Social Hierarchies, Chicago, Markham Publishing Company, 1970.

The Concept of Class is Alive and Well.

> "These families are at the top of the social class hierarchy, they are brought together, are friends and are intermarried one with another; and finally they maintain a distinctive style of life and a kind of primary group solidarity which sets them apart from the rest of the population . . . the main function of the upper-class is the perpetuation of its power in world affairs." E. Digby Baltzell, An American Business Aristocracy, New York, Collier 1962.

This exercise may be given in one class meeting or it may require several, depending upon the needs of the instructors and the sophistication of their students. Obviously, many hours could be spent discussing the nature and validity of social indicators, hypotheses and sampling methods. However, my instructor-colleagues usually invite me into their classrooms after they have covered some of the concepts with their students. Otherwise, I briefly discuss the more important indicators before beginning the exercise. When conducted on the first class meeting of the school term, the exercise is effective as an ice-breaker.

In the classroom, I distribute copies of this booklet and clippings of wedding and engagement announcements snipped from the New York Times and the Burlington County Times, one each to each student. I ask the students to read their clippings aloud and after each reading, the instructor and I lead the class in a discussion of the social indicators identified in the clippings. Upon reaching a consensus, we log our decisions on the scoresheet provided in the booklet. The scoresheet page has a perforated edge so that it may be detached for greater convenience.

The correlations hypothesized fall into place quickly and soon the students are vying to read their clippings. The message really hits home when students come upon the notices of engagements and weddings of friends and classmates.

We have never conducted formal post-tests to measure the effectiveness of the exercise, but instructors tell me that the continuing interest of the students is evidenced by the number of students who choose to write papers about aspects of social class. The exercise has proven effective in changing student apathy to lively, sometimes raucus, participation in the classroom.

## Explanation of Terms Used in this Exercise

Concept: A concept is an idea, or a generalized idea about a class of objects.

The red cow is not a concept, but red is a concept (the class of all things red). Cow is a concept (the class of animals that are cows).

Empirical: capable of being verified or disproved by observation or experiment. (Webster's New Collegiate Dictionary) Is it possible to measure or count the units in our sample, red cows?

Generalization: that process of reasoning which proceeds from the examination of sufficient typical instances to a conclusion about all or many such instances, for example:

This fish lives in the sea.
This fish also lives in the sea.
This other fish also lives in the sea.

Generalization: (valid): fishes live in the sea.
But do all fishes live in the sea?

Hypothesis: a "guess" about the relationship between two or more events. I guess that most owners of new Rolls Royce automobiles are rich. How much money do persons need to have before we consider them rich? I guess that malnutrition occurs more among the poor than among the rich. What constitutes malnutrition in a person?

If empirical evidence can be found to support the hypotheses above, they gain the status of facts. (Van Dalen 1972)

Operationalize: to select, define and interpret words (facts, concepts, variables, social indicators) as to their usefulness in the investigation of a research problem.

"For example, the term intelligence has been defined operationally as the score an individual makes on an intelligence test." (Encyclopedia of Sociology, 1981)

Population: In statistical terms, the entire group of persons, objects or items to be studied, from which samples, precisely defined, will be drawn. Can we make a valid generalization about an entire population by examining fewer (the samples) than all the items in the population?

Sample: A sample consists of units selected from a given population of unit-subjects. Two questions should be asked about the validity of a sample:

1. Was the sample large enough? Does a sample of three fishes constitute an adequate sample?
2. Was the sample random? Did every unit in the population have an equal chance of being selected? Did we select fishes from oceans, lakes, streams?

Social Indicators: These are characteristics which reflect significant aspects of social concern, or topics of interest about the subjects of our sample. Does ownership of a new Rolls Royce automobile indicate a rich person or a poor person? Of a yacht? Where would we most likely find examples of malnutrition, among the rich or the poor?

Theory: a set of valid, integrated hypotheses by which certain behaviors or results may be predicted.

By examining hypotheses about the rich, where they live, where they are educated, whom they marry, the jobs they hold, and the exclusive networks of information they utilize, we may construct and validate a theory about the existence of a class society in the United States.

Variables: Variables are concepts within an hypothesis.

An hypothesis, if valid, will predict the behavior of the variables. The independent variable causes behavior in the dependent variable; or stated differently, the researcher manipulates the independent variable which changes (or does not change) the response of the dependent variable. An hypothesis: a burning candle (the dependent variable) needs oxygen in the atmosphere (the independent variable) to continue burning. If we change the atmosphere (the independent variable) by placing an overturned glass over the burning candle (the dependent variable), the flame soon goes out.

## MATERIALS REQUIRED TO CONDUCT THIS EXERCISE

1. The society pages of the New York Times, Sunday edition
2. The society pages of the Burlington County Times. (Participants residing in other areas may substitute their local papers for greater effect.)
3. A selection of reference books usually found in a college, or well-stocked public library.
4. The score-sheet included in this exercise

## Theory - Its Formulation

Our theory is that a social-class system does exist in the United States. For the purposes of this exercise, we will assume our society contains only two classes: the upperclass and the underclass. These classes comprise the population to be studied. A corollary hypothesis is that the society pages of the New York Times serve the upperclass as an exclusive information network.

Our samples of upper- and underclass subjects will be the subjects of the engagement and wedding announcements reported in the society pages of the New York Times and the Burlington County Times, that is, the brides and grooms and their families. All data about our subjects are drawn from these announcements and a number of reference sources.

Our theory will be validated (as valid as theories can be in the social sciences) if we can show that certain characteristics and behaviors occur consistently and almost exclusively among the members of one group (the upperclass) and virtually not at all among the members of the other group (the underclass). These same findings will also confirm our corollary hypothesis: the society pages of the New York Times serve the upperclass exclusively.

These behaviors and characteristics (social indicators) will serve as variables in the hypotheses we devise and test, to arrive at valid generalizations which when combined, will define two mutually exclusive groups, the upper and under classes: our theory will be proved, at least for a time.

Our social indicators will be the following: (see the scoresheet for an itemized listing of these indicators).

1. Place of residence of our subjects.
2. Educational institutions attended by our subjects.
3. Occupations of our subjects.
4. Group solidarity: intermarriage among our subjects.
5. Exclusive communication networks available to our subjects.

1. Hypothesis: The upperclass live in affluent towns and suburbs, or in exclusive neighborhoods of large cities. They may own more than one residence.

That the wealthy live in more desirable residences is a truism requiring little explanation. What makes a residence more desirable? Size for one thing. A house with many large rooms affords its family members more privacy, more space to pursue independent activities, more opportunities to develop as individuals. Johnny's room houses his stereo, his sports equipment, his model airplanes, his electric guitar and amplifiers. In her room, sister Jane practices her cello, plays her stereo, uses her word processor, cares for her gerbils and invites friends for pajama parties. Mother has a large modern kitchen with many gourmet appliances, a living room large enough to hold club activities. Father has his woodworking shop, a greenhouse, a garage large enough to house his boat. These houses, located in a quiet part of town, are widely spaced and surrounded by lawns and trees.

If the upperclass residence is an apartment, it's likely to be of the low-rise garden type in a fancy suburb. If it is in a high-rise, the building is convenient to center city services and workplaces. Both types have heavy security arrangements: guards in the lobby and television monitors in the corridors.

Manhattan, with its posh satellite communities-- Short Hills, Darien, Greenwich, etc.-- provides an ominous prototypal scenario: executives leave their heavily guarded, expensive apartment buildings to enter stretched-out limousines with smoked one-way windows, to be delivered to heavily guarded office buildings.

A. Where to look for clues:

(1) Moody's Bond Record: Municipals, Corporates, Governments, Convertibles and Preferred Stocks Ratings. New York, Moody's Investor Services (Monthly)
"provides investors with a simple system of evaluation by which the relative qualities of (municipal) bonds may be noted."

(a) A highly rated town, Short Hills (Millburn) for example, means the town is highly solvent and its bonds afford investors a virtually risk-free investment.

(b) A high rating may mean the town has a large number of citizens with high incomes and great wealth.

(2) Municipal Yearbook. Washington, DC. International City Management Association.
Lists profiles of each municipality including names of elective officials, bond ratings, tax statistics, population changes and ethnic make-up of residents.

(a) Short Hills has a Aaaa bond rating and the population is 97% white.
(b) Moorestown has an A+ bond rating and is 93% white.
(c) Mt. Holly is Baaaa 1 and 81% white.

(3) Rand McNally and Co. Commercial Atlas and Marketing Guide. Chicago (Annual)

(a) Lists "headquarter" cities which have a large number of corporate headquarters. Executives of these corporations will live in an affluent neighborhood of these cities, or in affluent suburbs or nearby towns.
(b) Lists 50 largest advertising companies, banks, and insurance companies.

(4) Rutgers University. Bureau of Government Research. New Jersey Legislative Data Book, New Brunswick, NJ 1979.
This is a New Jersey publication, but many states will have similar ones. In addition to election results, it gives population figures, land area, income levels, property evaluations and tax rates.

(a) Short Hills (Millburn) has a land area of ten square miles, 1,947 (1981) persons per square mile and a per capita income of $19,126 (1979).
(b) Moorestown has a land area of 15 square miles, 1,031 (1981) persons per square mile and a per capita income of $11,417 (1979).
(c) Mt. Holly has a land area of 3 square miles, 3,715 (1981) persons per square mile and a per capita income of $6,971 (1979).

(5) New Jersey Department of Labor. New Jersey 1980 Census of Population and Housing: Municipal Profiles.Trenton 1982. Vol. III.
This state publication has been compiled from 1980 U.S. Census Statistics.

(a) It tells us that the median price of a unit of housing in Short Hills (Millburn) is $133,000; $68,500 for Moorestown; and $37,000 for Mt. Holly (1980).
(b) As of 1980 Short Hills (Millburn) had 21 vacant housing units; Moorestown 110; and Mt. Holly 13.

Volumes I and II of this set cover Characteristics of Persons and Characteristics of Households and Families.

(6) Burlington County Cross Reference Directory, Philadelphia, Marc Publishing Co., Annual.
This title is a local example of what are generally called city directories.

It lists by street name and house number all the residents and businesses on all the streets of the city or county. It includes a "wealth rating" for each street, coded from A(highest) to E(lowest) and tells how long the resident has lived in his house. There is a Numerical Telephone list in which the names of telephone holders are arranged by phone number; this makes it possible to find street addresses for any listed phone number.

Librarians usually keep these directories out of sight for security reasons. Ask for it.

2. Hypothesis: The upperclass attends exclusive, expensive institutions of education.

A. Where to look for clues:

(1) American Council on Education. American Universities and Colleges. New York. Walter deGruyter, 1983.
Includes a table listing the most-heavily-endowed institutions.

(2) Gourman, Jack. The Gourman Report: A Listing of Undergraduate Programs in American and International Universities. Los Angeles: National Education Standards, 1980.

(3) The Handbook of Private Schools, Boston: P. Sargent, Inc.
"These schools (college preparatory) are presented together in the belief that they are of first interest to the readers . . . they may be included because of their international and historical renown . . . . Graduates have long attended Harvard and many other eastern colleges including Dartmouth, Amherst, and Yale."

(4) Solarzano, L. "Rating the Colleges" (survey of college presidents) U.S. News and World Report, 95:41-6t, Nov. 28, 1983.

(5) The Yale Daily News, Editors and Staff. The Insider's Guide to the Colleges. New York: Congdon and Weed, Inc. 1983.
This publication codifies what is common knowledge among in-groups.

(6) Standard and Poor's Register of Corporations, Directors, and Executives. New York: Standard and Poor's Corporation. (Annual)
Lists companies and the names of directors and officials. Also lists date of birth, directorships held and college attended by the subject.

(7) Other birographical sources

(a) Who's Who in America (annual)
(b) Who Was Who in America (deceased persons)
(c) Current biography
(d) New York Times

3. Hypothesis: The upperclass hold highly paid positions in the professions, industry, commerce, finance, advertising, and communications.

A. Where to look for clues:

(1) Who's Who in America, New York Times Index (Profiles, Obituaries), Wall Street Journal Index, Fortune Magazine, Moody's Business Services, Dun and Bradstreet, Standard and Poor's, Social Registers (Blue Books)

(2) Executive Compensation: Annual reviews of salaries appear in Forbes Magazine, Fortune, Nation's Business, U.S. News and World Reports, Compensation Review (AMACOM) and Top Executive Compensation (Conference Board)

(3) Some authors who have written about the upperclass: Cleveland Amory, William Domhoff, Mathew Josephson, Ferdinand Lundberg, William Manchester, and Frederic Morton.

(4) Some authors who have written on social class themes: Ken Auletta, T.B. Bottomore, Jonathan Cobb and Richard Sennett, Paul Fussell, Anthony Giddens, R.F. Hamilton, Stephen Steinberg

(5) Useful subject headings for searching catalogs and indexes:
Upper Class - United States; United States - Social Sciences; Elites (Social Sciences); Power (Social Sciences); Social Classes Community Power.

4. Hypothesis: Members of each social class tend to marry amongst themselves. (Group solidarity--Intermarriage)

Prospective marriage partners are brought together in mutually exclusive residential environments, educational institutions, occupations and leisure-time activities.

A. Where to look for clues:

(1) Engagement and wedding announcements of the New York Times and other prestigious "national" newspapers.

5. Hypothesis: The upperclass has access to information networks not readily available to others.

Information is gained via memberships on the boards of companies, non-profit organizations, charitable institutions and clubs. An example: when two companies merge, it usually triggers a short-term rise in the value of the emergent company's stock. Obviously, those who buy first as the value rises will profit most when they subsequently sell just before the value of the stock descends. Getting the news first is crucial. Who gets the news first? Those highly placed executives who made the decision to merge in the first place, the officers and directors of the merging companies.

Three examples of highly-placed men; drawn from Who's Who in America and Current Biography Yearbook:

Robert McNamara, MBA Harvard University, was chief Executive Officer of General Motors Corp.; Secretary of Defense; Chairman of the World Bank; a member of the board of directors of General Motors, Royal Dutch Petroleum, the Washington Post, TWA, Corning Glass, the Bank of America, the Ford Foundation (Dir.), the Brookings Institution and the World Bank.

Thomas S. Gates, University of Pennsylvania, a partner in Drexel Investment Company (founded by his father), a director of the Beaver Coal Corp., the Scott Paper Co., Secretary of the Navy, under President Roosevelt, member of the Colonial Society of Philadelphia, the Philadelphia Club and the Racquet Club.

Robert O. Anderson, University of Chicago, Chairman of the Board of Atlantic Richfield Co. (ARCO), member (U.S.) Committee for Economic Development, on the boards of National Petroleum Council, the Petroleum Institute, the Lovelace Foundation, the California Institute of Technology, the University of Chicago, the Aspen Institute for Humanistic Studies, and his clubs are: the Century (NY), the California (Los Angeles), the Metropolitan (Washington, DC) and the Pacific Union (San Francisco).

Note the number of memberships in organizations which afford information on a national or international scale.

Regard then the underclass who join few organizations. Think of friends and relatives: volunteer fireman, Rotary, emergency squad, scouting, etc., few of which have national or international scope. Those few that do, scouting and Rotary for example, seldom lead to business opportunities or "plum" jobs.

A. Where to look for clues:

(1) The social engagement announcements in the society pages of the New York Times and other prestigious "national" newspapers like the Los Angeles Times, the Washington Post, etc.

(2) Annual reports of companies, non-profit organizations, cultural and charitable institutions.

(3) Publications useful for tracing linkages between business and governments.

(a) Barone, Michael, et al, The Almanac of American Politics (biennial). E.P. Dutton.

(b) Classified (N.J.) Directory of Lobbyists and Interest Groups. Princeton; Center for the Analysis of Public Issues.

(c) Common Cause, A Common Cause Guide to Money, Power and Politics. Washington, DC: Common Cause, 1981.

(d) Congressional Roll Call (annual) Washington, DC: Congressional Quarterly Inc.

(e) Dollar Politics, Third Edition, Washington DC Congressional Quarterly, Inc.

(f) Ehrenhalt, Allen, ed., Politics in America: Members of Congress in Washington and at Home. Congressional Quarterly, Inc.

(g) Federal Regulatory Directory 1983-84, Congressional Quarterly, Inc. 1983.

(h) Hayes, Michael T., Lobbyist and Legislators: A Theory of Political Markets. New Brunswick (NJ): Rutgers Univ. Press 1985.

(i) Harrop, David. America's Paychecks: Who Makes What: Dollars and Cents Salary Secrets of Over a Thousand Jobs and Five Hundred Famous Americans. New York: Facts on File. 1980.

(j) U.S. Senate. Subcommittee on Reports, Accounting and Management. Interlocking Directorates Among the Major U.S. Corporations. Washington DC: United States Government Printing Office 1978.

(k) U.S. Small Business Administration. U.S. Government Purchasing and Sales Directory. Washington DC: United States Government Printing Office 1977.

(l) Washington Information Directory 1984-85, Washington DC: Congressional Quarterly, Inc., 1984.

(m) Who's Who in America, Chicago: Marquis Publishers (biennial)

(n) Current Biography, New York: H.W. Wilson Company (annual)

# SCORECARD

**How to score:** Place a tally mark "I", in the appropriate column for each indicator discussed. We should expect to find the majority of upperclass indicators in the *New York Times'* column and a virtual absence in the local newspaper column.

| SOCIAL INDICATORS | NY TIMES | BURLINGTON CO. TIMES |
|---|---|---|
| Residence of Bride's Father | | |
| Residence of Bride's Mother | | |
| Residence of Bride and Groom | | |
| Residence of Groom's Father | | |
| Residence of Groom's Mother | | |
| Education of Bride | | |
| Education of Groom | | |
| Occupation of Bride's Mother | | |
| Occupation of Bride's Father | | |
| Occupation of Bride | | |
| Occupation of Groom's Mother | | |
| Occupation of Groom's Father | | |
| Occupation of Groom | | |
| Compatible Partners[1] | | |
| Crossover Partners[2] | | |
| Board Member[3] | | |
| Politics[3] | | |
| Law[3] | | |
| Advertising[3] | | |
| Broadcasting[3] | | |
| Doctor[3] | | |
| Nurse[3] | | |

*1. Bride and Groom from the same class*
*2. Bride and Groom from opposite classes*
*3. Any members of the family*

BURLINGTON County Times

R. Tascione, D. Pisa

**Pisa — Tascione**

Mr. and Mrs. Frank A. Pisa of Beverly announce the engagement of their daughter, Diane Mary, to Rocco A. Tascione Jr. He is the son of Mr. and Mrs. Tascione Sr. of Cherry Hill.

The bride-elect is a graduate of Palmyra High School and Glassboro State College.

The groom-to-be, a graduate of Cherry Hill East High School and Glassboro State College, is employed as a regional marketing administrator with Heinemann Electric Co., Lawrenceville.

A September wedding is planned.

NEW YORK TIMES

## *Pierre S. du Pont 5th, a Consultant, To Wed Jenny Young, a Law Student*

Mrs. Llewellyn P. Young of Dobbs Ferry, N.Y., has announced the engagement of her daughter Jean Averill Young to Pierre Samuel du Pont 5th, a son of Mr. du Pont 4th, former Governor of Delaware, and Mrs. du Pont of Rockland, Del. An August wedding is planned.

Miss Young, who is known as Jenny, is a daughter also of the late Mr. Young, a lawyer and the regional administrator of the Securities and Exchange Commission in New York. The future bride graduated from Phillips Exeter Academy and cum laude from Princeton University. She is a candidate for a joint degree at the Edmund A. Walsh School of Foreign Service at Georgetown University and the Georgetown Law Center, where she is an editor of The Georgetown Law Journal. Her mother, Jean Johnson Young, is an art historian.

Mr. du Pont, a senior technical consultant at Bolt, Beranek & Newman, a computer engineering company in Cambridge, Mass., graduated from the Salisbury School and Princeton. His father, who was Governor of Delaware from 1976 to 1984, is a partner in the Richards, Layton & Finger law firm in Wilmington, Del., and a candidate for the Republican Presidential nomination. The future bridegroom's mother, Elise Ravenal du Pont, a lawyer, was assistant administrator of the Private Enterprise Bureau of the Agency for International Development in Washington.

The future bridegroom is a grandson of Mr. du Pont of Rockland and the late Mrs. du Pont, and of Mr. and Mrs. Richard D. Wood of Wawa, Pa. Mr. du Pont, now retired, was a director, vice president and a member of the executive committee of E. I. du Pont de Nemours & Company. Mr. Wood, chairman of the board of directors of the Children's Hospital in Philadelphia, retired as chairman of the board of Wawa Inc., a chain of convenience stores in the mid-Atlantic area.

Pierre S. du Pont 5th

Jenny Young

## *Anne M. Sheerin to Marry Carl Shoup*

Anne Marshall Sheerin and Carl Sumner Shoup plan to marry Aug. 15, the parents of the bride-to-be, the Rev. and Mrs. Charles W. Sheerin Jr. of Albany, have announced. The future bridegroom is a son of Mr. and Mrs. Paul S. Shoup of Charlottesville, Va.

Miss Sheerin and her fiancé are graduates of St. Anne's-Belfield School in Charlottesville and the University of Virginia. She is studying for a master's degree in English at New York University and is a designer at Robert Currie Associates in Manhattan. Her father, formerly an English teacher at the Albany Academy, is an Episcopal minister.

The future bride is a granddaughter of Mrs. Robert R. Barton of Richmond and the late Mr. Barton and of the late Rev. Charles W. Sheerin of Washington and the late Mrs. John Minor of Williamsburg, Va. Mr. Barton was a founding partner of the Richmond law firm Christian, Barton, Epps, Brent & Chappell. Mr. Sheerin was the rector of the Episcopal Church of the Epiphany in Washington and a vice president of the National Council of the Episcopal Church.

Mr. Shoup, who received a master's degree from Columbia University's School of International Affairs, is a projects consultant at Catholic Relief Services in Manhattan. His father is a professor of Eastern European and Russian political affairs at the University of Virginia.

The future bridegroom is a grandson of Mr. and Mrs. Carl S. Shoup of Sandwich, N.H., and of Mrs. Zivco Miladinovic of Belgrade, Yugoslavia, and the late Dr. Miladinovic, a physician. Mr. Shoup retired as professor of economics and public affairs at Columbia University.

NEW YORK TIMES

**Dries — Fitzpatrick**

The engagement of Elaine Dries of Moorestown to Robert Fitzpatrick of Mount Holly has been announced. She is the daughter of Mr. and Mrs. Edward Dries of Mount Holly. He is the son of Mr. and Mrs. Schonveld of Florida.

The bride-elect, a graduate of Rancocas Valley Regional High School, is a manager with Cumberland Farms, Palmyra.

Her fiance, also a graduate of Rancocas Valley Regional High School, is employed by Standard Warehouse, Pennsauken.

No date has been set for the wedding.

BURLINGTON County Times

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